

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

June 25, 2003

The Board of Education and the Board of Career and Technical Education met in Senate Room B of the General Assembly Building, Richmond, Virginia, with the following members present:

Mr. Mark C. Christie, President
Mrs. Susan L. Genovese
Mr. Mark E. Emblidge
Mr. M. Scott Goodman
Mr. Thomas M. Jackson, Jr.

Dr. Gary L. Jones
Ms. Susan T. Noble
Mrs. Ruby W. Rogers
Dr. Ella P. Ward

Dr. Jo Lynne DeMary, Superintendent of
Public Instruction

Mr. Christie, president, presided and called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mr. Christie asked for a moment of silence and led in the Pledge of Allegiance.

APPROVAL OF MINUTES

Dr. Jones made a motion to approve the minutes of the May 12, 2003, and May 28, 2003, meetings of the Board. Dr. Ward seconded the motion. Copies of the minutes had been distributed to all members of the Board of Education.

RESOLUTIONS AND RECOGNITIONS

➤ A Resolution of Recognition was presented to the following individuals:

Virginia's Outstanding Elementary School Principal

Mrs. Melody T. McCloud, principal, Robert R. Moton Elementary School,
Hampton City Public Schools

Virginia's Outstanding Middle School Principal

Mrs. Rae E. Darlington, principal, Graham Park Middle School,
Prince William County Schools

Virginia's Outstanding Secondary School Principal

Arthur V. Brandriff, Jr., Principal, Western Branch High School, Chesapeake
City Public Schools

Virginia's Outstanding Secondary School Assistant Principal
Linda Walker Via, assistant principal, Thomas Hunter Middle School,
Mathews County Public Schools

CONSENT AGENDA

Mrs. Rogers made a motion to approve the consent agenda. The motion was seconded by Mr. Emblidge and carried unanimously.

- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List
- Final Review of Financial Report on Literary Fund

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation to approve 13 applications in the amount of \$41,800,000 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, *Code of Virginia*, was accepted by the Board of Education's vote on the consent agenda.

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
King George County	King George Elementary	\$7,500,000.00
Galax City	Galax Elementary	2,000,000.00
Roanoke City	Lincoln Terrace Elementary	1,300,000.00
Sussex County	Sussex Central Middle	7,500,000.00
Floyd County	Check Elementary	2,367,900.00
Floyd County	Floyd Elementary	990,507.00
Floyd County	Indian Valley Elementary	889,161.00
Floyd County	Willis Elementary	2,252,822.00
Floyd County	Floyd High	5,499,610.00
Alleghany County	Falling Springs Elementary	2,000,000.00
Alleghany County	Callaghan Elementary	1,000,000.00
Alleghany County	Sharon Elementary	1,000,000.00
Stafford County	New Elementary 2004	7,500,000.00
	TOTAL	\$41,800,000.00

Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

The Department of Education's recommendation that funding for 13 projects in the amount of \$41,800,000.00 be deferred and the projects be placed on the First Priority Waiting List subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, *Code of Virginia*, was accepted by the Board of Education's vote on the consent agenda.

First Priority Waiting List

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
King George County	King George Elementary	\$7,500,000.00
Galax City	Galax Elementary	2,000,000.00
Roanoke City	Lincoln Terrace Elementary	1,300,000.00
Sussex County	Sussex Central Middle	7,500,000.00
Floyd County	Check Elementary	2,367,900.00
Floyd County	Floyd Elementary	990,507.00
Floyd County	Indian Valley Elementary	889,161.00
Floyd County	Willis Elementary	2,252,822.00
Floyd County	Floyd High	5,499,610.00
Alleghany County	Falling Springs Elementary	2,000,000.00
Alleghany County	Callaghan Elementary	1,000,000.00
Alleghany County	Sharon Elementary	1,000,000.00
Stafford County	New Elementary 2004	7,500,000.00
	TOTAL	\$41,800,000.00

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation to approve the financial report on the status of the Literary Fund as of April 30, 2003, was accepted by the Board of Education's vote on the consent agenda.

ACTION ITEMS

Report and Recommendations from the Board of Education's Student Advisory Committee

The Board of Education's Student Advisory Committee met for the first time during the 2002-2003 school year on September 25, 2002. The members of the Student Advisory Committee identified issues of concern to students in the public schools statewide. Four task forces were formed to address the following policy concerns: career and technical education, Standards of Learning remediation, locally awarded verified credit, distance learning, and character education. During the past year, the Student Advisory Committee has discussed each of these topics in detail, conducted research, and discussed the issues with fellow students. As a result of its work, the Student Advisory Committee has formulated recommendations for action. Under by-laws adopted by the board, the Student Advisory Committee is required to meet at least four times a year, with one meeting coinciding with a regularly scheduled board meeting.

Mrs. Genovese introduced the following members of the Board of Education's Student Advisory Committee and presented them with a Resolution of Recognition:

Emily Browning, Holston High School, Washington County Public Schools
Caryne Clarke, Hopewell High School, Hopewell City Public Schools
Jonathan Cross, Robinson Secondary School, Fairfax County Public Schools
Amanda Dorsey, West Point High School, West Point Public Schools
Ryan Durham, Tabb High School, York County Public Schools

Adam Erby, Central High School, Lunenburg County Public Schools
Joshua Goff, Randolph-Henry High School, Charlotte County Public Schools
Naaila Gray, Jamestown High School, Williamsburg/James City County Public Schools
Patrick Haley, Western Albemarle High School, Albemarle County Public Schools
Bradley Hinshelwood, Eastern Montgomery High School, Montgomery County Public Schools
Jessica Johnson, Providence Middle School, Chesterfield County Public Schools
Amanda McMillian, Carver Middle School, Henry County Public Schools
Jonathan Meade, Castlewood High School, Russell County Public Schools
Ryan Scofield, Broad Run High School, Loudoun County Public Schools
Catherine Serex, Princess Anne Middle School, Virginia Beach Public Schools
Danielle Wilson, Rockbridge Middle School, Rockbridge County Public Schools

After Mrs. Genovese introduced the members of the Student Advisory Committee, the students presented the following issues of concern:

➤ **Support for Character Education Beyond Elementary Schools, Including Addressing Problems that Can Occur in Secondary Schools**

Background

Character education is a program in which schools strive to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. This type of program would help to achieve success academically rather than spending time addressing behavior problems. Character education can help make the school climate more positive. The more positive the environment is, the more conducive it is to learning.

Position of the Student Advisory Committee and Rationale

We believe that this type of program should be provided throughout a student's schooling. There should be more emphasis on character education as students go from elementary to secondary schools. As students make the transition from elementary to middle to high school, the need for character education increases. Along with the transition comes an increase in peer pressure, freedom to make decisions and choices, and exposure to the media. The media and peer pressure can promote negative decisions that character education could help prevent students from making. The committee feels that a separate subject should not be created, but that these ideas could be integrated into the everyday classroom and lifestyle of the student.

Formal Recommendation(s) of the Student Advisory Committee

The committee recommends the following plans for the Board of Education's promotion of a statewide character education system:

1. Express an interest in improving character education
2. Create guidelines applicable for all school systems

3. Create a character education Website to provide additional resources and information for the public (perhaps a database to share ideas across the state to discuss various methods)
4. Add a section in the annual report describing the successes of school divisions' character education to provide information to the board
5. Create a committee to identify current, effective character education methods
6. Provide incentives; establish division awards to students who display extraordinary characteristics in the field of character education.

➤ **Opportunities to Prepare for Pursuit of a Technical Career**

Background

Though many high school students plan to go to college upon graduation, there is a large segment of the population that either does not or cannot go to college for one reason or another. The issue of career/technical education is very important because it is the school's job to prepare all students for a useful, meaningful career, whether they choose to go to college or not. While there are programs already in place in many areas, the availability of career/technical education is limited, particularly in rural or poverty-stricken areas. Often, it is the students in these rural or poverty stricken areas that are most in need of training in a career or technical field.

Position of the Student Advisory Committee and Rationale

While we realize resources are limited, we feel it is imperative that career opportunities be offered to every student, not just those going to college. We feel the board should issue guidelines to be issued to all school divisions providing recommendations and ideas to assist school divisions, whether individually or collectively, in providing more diverse career and technical opportunities for their students. We would like the board, perhaps in the form of a manual or pamphlet sent to all school divisions, to compile different options for school divisions to expand career and technical educational opportunities, with a particular focus on the rural and poorer areas of the state. In Fairfax County, several of the high schools already have a cosmetology shop in the schools. These students take classes in hair and nail care and run a low-cost center out of the high school that services the community. We would like to see more of these kinds of partnerships in other areas of the state. Also, schools could work with local businesses to allow a student to receive high school credit or credit towards professional certification while allowing the student to get real world experience in that field. Also, particularly in Southside and Southwest Virginia, regional partnerships are often employed for a variety of purposes. The same could be done for career/technical centers that offer a broad array of options to a large number of students.

Formal Recommendation of the Student Advisory Committee

The Board of Education should promote career and technical education to every school division in the state. We believe the board should place equal emphasis on career/technical education and a college education. We recommend the Board work with school officials from various parts of the Virginia to formulate a plan for each region of the state. The Board of Education should actively promote and encourage school divisions to identify and work with students who are not on a path to college to ensure that they have a worthwhile and fulfilling career by building regional career/technical centers, promoting partnerships between businesses and local school districts, and placing equal emphasis on identifying and working with those students who are not going to attend a four-year college or university.

➤ **Preventative Remediation**

Background

With the birth of the statewide Standards of Learning program, it is imperative that schools offer a remediation program that will help all students to keep up with the new requirements mandated for graduation. There may be students who require additional assistance to achieve success on Standards of Learning tests. Identification of students and remediation practices vary from school division to school division.

Position of the Student Advisory Committee and Rationale

All students receiving below a “C” average in a class should go through an evaluation process to determine if remediation is necessary prior to taking the Standards of Learning tests. All students who fail any Standards of Learning test should go through a similar evaluation process before retaking the test to determine if they need additional instruction. This should be done to ensure success for each student as well as the school system.

Formal Recommendations of the Student Advisory Committee

The committee recommends that the Board of Education require school divisions to conduct evaluations on all students receiving a below “C” average in any class or having failed any Standards of Learning test, according to Board of Education guidelines, to determine if additional instruction is needed.

➤ **Access to a Variety of Courses through Distance Learning**

Background

Distance learning was defined by the group as education provided over a satellite/Internet/phone service. Currently, many large schools are able to offer more courses than schools with smaller populations. This gives

students from larger schools an advantage over those in the smaller schools. Many times the smaller school does not have the means, the ability to hire qualified staff, or enough student interest to justify having a full class. At this time, the Virginia Satellite Education Network (VSEN) offers some courses to the students of the commonwealth to help solve the previously mentioned problems. However, there are a limited number of courses offered through this medium, and they cannot adapt to the individual needs of students.

Position of the Student Advisory Committee and Rationale

It is our belief that students should be given the opportunity, through distance learning, to excel in courses that are suited to their needs and interests regardless of the location or size of their school. Our committee has thoroughly researched and studied different methods of obtaining courses. We feel that these courses could help to decrease the opportunity gap between large and small schools. Further, we believe that the Board of Education should become involved in deciding which courses are acceptable based on the policies currently set forth in the Standards of Learning to students in these public schools and how schools will accept the credits awarded. Also, the board should become involved in deciding whether the organization offering the courses is credible. We realize that funding is an issue, and the board should look into ways through the General Assembly, as well as the federal government and localities, to provide funding for these programs. Our committee believes that the board should take steps to inform the localities and public of the availability of the approved programs.

Formal Recommendation of the Student Advisory Committee

After considering this issue and what should be done, the Student Advisory Committee recommends:

1. The Board of Education should decide whether a distance-learning course should be used by schools, and whether the specific institution that offers the courses is credible.
2. That funding for distance learning should be explored through localities, the state, and the federal government.
3. The Board of Education should make the localities and the public aware of the availability of distance learning programs.

First Review of Proposed Revisions to the Licensure Regulations for School Personnel (8 VAC 20-21-10 et.seq.)

Dr. Thomas Elliott, assistant superintendent for teacher education and licensure presented this item. The *Code of Virginia* requires the Board of Education to prescribe the requirements for licensure of school personnel. In 1998, the Board of Education adopted new *Licensure Regulations for School Personnel* aligned with the *Standards of*

Learning. Since the adoption in 1998, additional revisions and amendments to the regulations were approved by the Board of Education and became effective in March of 2002.

Dr. Elliott summarized the proposed revisions to the *Licensure Regulations for School Personnel* and the language required to continue the Administrative Process Act. Dr. Elliott said proposed revisions will reflect changes in the following areas:

- ✓ Require a reading instructional assessment for candidates seeking endorsements in early/primary education preK-3, elementary education preK-6, special education, and reading specialist.
- ✓ Require a bachelor's degree in interdisciplinary studies or a major in English, mathematics, science or social studies (history, government, geography and economics) for elementary preK-6 and middle education 6-8.
- ✓ Create an Alternate Route License.
- ✓ Discontinue the issuance of the Local License in the teaching areas of English, reading or language arts, mathematics, science, foreign language, arts, civics and government, economics, history and geography.
- ✓ Allow the addition of endorsements in specified subject areas by passing a rigorous academic subject test.
- ✓ Include requirements for highly qualified teachers.
- ✓ Allow the issuance of a middle education 6-8 endorsement with one academic preparation.
- ✓ Increase pre-clinical experiences for prospective teachers.
- ✓ Establish a mathematics specialist for elementary and middle education endorsement.
- ✓ Revise license renewal requirements.
- ✓ Clarify the prerequisite requirements for the Alternate Route: Special Education Conditional License.
- ✓ Revise the competencies in the licensure regulations to align with recent revisions in the *Standards of Learning*.
- ✓ Add the *Code of Virginia* requirement of study in child abuse recognition and intervention.
- ✓ Eliminate the visiting teacher endorsement.
- ✓ Change names of selected endorsement areas.

Mr. Emblidge made a motion to receive for first review the proposed revisions to the *Licensure Regulations for School Personnel* and authorize the continuation of the Administrative Process Act (APA), including the 60-day public comment period. The motion was seconded by Dr. Ward and carried unanimously.

Final Review of Proposed Revisions to the Standards of Quality

On August 7, 1971, the Board of Education adopted the first Standards of Quality. They were revised by the General Assembly in 1972 and adopted as uncoded Acts of Assembly. In 1974, they were revised into eight standards. In 1984, they were codified

by the General Assembly, and in 1988 they were arranged in their current format. The standards were last revised by the Board of Education in 1988. Significant modifications have been made by the General Assembly since then.

The Board of Education revised its by-laws in October 2001 to require the Board to determine the need for a review of the SOQ from time to time, but no less than once every two years. In 2002, the General Assembly passed several bills regarding the Standards of Quality. Senate Bill 201 added § 22.1-18.01 to the Code and required that “To ensure the integrity of the standards of quality, the Board of Education shall, in odd-numbered years, exercise its constitutional authority to determine and prescribe the standards, subject only to revision by the General Assembly, by (i) reviewing the standards and (ii) either proposing amendments to the standards or (iii) making a determination that no changes are necessary.” House Bill 884 and Senate Bill 350 amended §22.1-18 of the Code and required that the Board include in its annual report to the General Assembly, “a complete listing of the current standards of quality for the Commonwealth’s public schools, together with a justification for each particular standard, how long each such standard has been in current form, and whether the Board recommends any change or addition to the standards of quality.” Senate Joint Resolution 120 requests that the Board of Education “revise the Standards of Quality to ensure these statutory practices are realistic vis-à-vis the Commonwealth’s current educational needs and practices.”

A Standards of Quality Standing Committee was created by resolution of the Board of Education in November 2001 and held its first meeting in January 2002. The stated purpose of the committee was to determine the information to be reviewed to determine the condition and needs of public education and the process to be used to complete this comprehensive review. The committee created an inclusive public process, encouraged public comment from all education constituents and the public, and considered policy issues brought before it by superintendents, principals, teachers, local school board members, parents, and local government officials.

As part of the public participation process, the Board held public hearings in April and May of 2002 in 10 locations throughout the state, with 115 presentations before Board of Education members who chaired each meeting. In May, the Board held a two-day public forum in Richmond to hear directly from the leaders of 12 organizations whose memberships are statewide and inclusive of every major education constituent group. The SOQ committee held meetings in August, September, and November of 2002 and February, March, and April of 2003 in Richmond, Charlottesville, and Fairfax County. The Board held work sessions on April 30 and May 12 to deliberate on the various options that have been proposed.

At the May 28, 2003, meeting, the Board conducted the first review of the proposed revisions and invited public comment. Four public hearings were held on June 10, 2003, in Richmond, Fairfax, Chesapeake, and Marion. Sixty-six people spoke at the hearings and, to date, the Board has received 108 letters, faxes, and e-mails commenting on the proposed revisions.

Mr. Dan Timberlake, assistant superintendent for finance, reported on the summary of cost estimates for proposed changes to the Standards of Quality (SOQ). The summary of proposed changes to the Standards of Quality are as follows:

1. Require one full-time principal in each elementary school

The SOQ currently requires a half-time principal for elementary schools with fewer than 300 students. The responsibilities of the principal are demanding and present significant challenges for all schools and especially those elementary schools that do not have full-time principals. This change will provide elementary schools with the same staffing levels for principals as is required for middle and high schools.

2. Require one full-time assistant principal for each 400 students in each school

The SOQ currently requires one half-time assistant principal at an elementary school with between 600 and 899 students and one full-time assistant principal at an elementary school with 900 or more students. The current middle and secondary assistant principal standard in the SOQ is for one full-time assistant principal per 600 students in a school. Changing the SOQ requirement to one full-time assistant principal for each 400 students addresses the discrepancy between SOQ requirements and actual staffing practices.

The demands and responsibilities of assistant principals have intensified based on the increasing complexity of the principal's role. Additional assistant principals have become a necessity in this age of test-based accountability, and with mounting concerns about school safety and discipline.

3. Fund elementary resource teachers in art, music, and physical education

The Regulations Establishing Standards for Accrediting Public Schools in Virginia, at 8 VAC 20-131-80, or Standards of Accreditation (SOA), require the provision of instruction in art, music, and physical education and health for students at the elementary, middle, and high school levels. This proposal would provide three periods per week for art, music, and physical education for students in grades K-5, assuming a 24:1 pupil-teacher ratio. This provision translates to five instructional positions for every 1,000 students.

4. Reduce the secondary school pupil-to-teacher funding ratio from 25:1 to 21:1 to support scheduled planning time for secondary teachers

The current Standards of Accreditation require secondary school teachers to have one period per day for instructional planning. In order to fund enough positions to provide secondary school teachers with one period of planning time a day, the ratio used in the formula for state funding of positions would have to be reduced to 21:1. This would not change SOQ class size or division-wide standards for secondary schools.

5. Reduce the state required speech language pathologist caseload from 68 to 60 students

Currently, the caseload for speech-language pathologists is mandated by the Board's *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*, 8 VAC 20-80-45, at 68 students. Speech-language pathologists provide services to students with communication disorders and are valuable assets to schools striving to address the phonology awareness and language skills that support literacy. The high caseloads carried by many speech-language pathologists limit their ability to support improved literacy for children with communication disorders and to serve as resources to teachers. The current statewide average caseload is 54 students.

6. Fund two technology positions per 1,000 students in grades K-12 division-wide, one to provide technology support, and one to serve as a resource teacher for instructional technology

To integrate technology into instruction, an adequate system of support in schools is necessary. The technology positions provide school-level technical assistance to teachers and students in the use of technology and maintain school-based technology. Technology support consists mainly of centralized and school-based support for information networks, such as selection, configuration, installation, operation, repair, and maintenance. Assuming a student-to-computer ratio of five to one, one position per 1,000 students provides one technology support position for every 200 computers. The resource teacher for instructional technology helps other teachers integrate technology into classrooms, train teachers to effectively use technology and electronic software, and help with curriculum development that applies educational technology resources.

7. Revise the funding formula for the SOQ prevention, intervention, and remediation program

The current SOQ remediation funding formula is nine positions per 1,000 students estimated to be in the bottom quartile of the student population taking the Stanford 9 tests, based on scores. The proposed change would fund one hour of additional instruction per day for K-12 students identified as needing services, using the percentage of students eligible for the federal free lunch program as a proxy, with pupil-teacher ratios varying on a sliding scale from 18:1 to 10:1. Combined failure rates for the English and mathematics Standards of Learning tests would determine the pupil-teacher ratio assigned. Those divisions with lower combined failure rates would be assigned a higher pupil-teacher ratio than those divisions with a higher combined failure rate.

8. Require one full-time instructional position for each 1,000 students to serve as the reading specialist

The Standards of Quality allow, but do not require, one full-time reading specialist in each elementary school, at the discretion of the local school board. Many school divisions already have reading specialists to provide additional resources to assist classroom teachers in instruction of reading skills, and to permit individualized attention for students needing additional time and help. Research indicates that reading deficiencies in many students can be prevented or ameliorated with appropriate intervention.

9. Make technical and editorial changes to clarify and update the SOQ language

The most significant of these changes include changing the titles of some of the standards to more accurately reflect their subject content; combining Standard 7 with Standard 6; moving sections within the standards or to another more appropriate standard or another section of the Code for clarity; removing requirements that are no longer applicable due to changes in state or federal law, or that are no longer feasible due to a shortage of resources; and updating language.

Mr. Christie introduced the following Resolution. Dr. Jones made a motion to approve the resolution. The motion was seconded by Mrs. Genovese and carried unanimously.

**Virginia Board of Education Resolution
Motion for Consideration by the
Board of Education on June 25, 2003**

“It is the intention of the Board to proceed forthwith on establishing criteria for the new licensure endorsement of Math Specialist. It is the Board’s further intention that upon the completion of the process of establishing the Math Specialist endorsement, the Board will recommend the inclusion in the SOQ of math specialist at an appropriate ratio to be determined by the Board.”

Adopted in Richmond This 25th Day of June in the Year 2003

Mr. Goodman made a motion to change the language under item # 6 of the proposed changes to the Standards of Quality. He said this will give school divisions the flexibility to use the technology positions as they see fit. The motion reads as follows: *Fund two technology positions per 1,000 students in grades K-12 division-wide, in the area of technology.* Mr. Christie seconded the motion for discussion purposes. The motion was opposed.

Dr. Jones made a motion to approve the revisions to the Standards of Quality. The motion was seconded by Dr. Ward and carried unanimously.

Following discussion of the proposed changes and fiscal and administrative impact, Mrs. Wescott, assistant superintendent for Policy and Communications, stated that in response to public comment, the following changes are proposed:

- On pages 10 and 11, lines 399 through 412, language about parental involvement is restored. The language about a unit within the Department of Education to provide resources and technical assistance to school divisions was moved and, because there is no appropriation for such a unit, and the unit currently does not exist, some of the language describing the unit had been deleted, including language about improving family and community involvement in public schools.
- On page 14, lines 514 and 515, language describing the technology positions has been clarified to indicate that one provides technology support and the other serves as a resource teacher in instructional technology.
- On page 26, lines 954 through 959, language specifies that the Board may approve substitute tests for the purpose of awarding verified units of credit that are not limited to industry certification and state licensure examinations.

Mr. Christie made a motion to add the following enactment clause to the Standards of Quality packet: *The provisions of this act shall be phased in accordance with the Appropriation Act.* Dr. Jones seconded the motion. After a brief discussion, Mr. Christie withdrew the motion.

Mrs. Genovese made a motion to approve the draft bill to include the technical and editorial changes to clarify and update the SOQ language. The motion was seconded and carried unanimously.

Mr. Goodman expressed concern with the language in the resolution passed by the Board stating that the package be phased in over a four-year period. Mr. Goodman made a motion to amend the previous resolution to include the following statement: *At the earliest possible time.* Mr. Christie said the motion was out of order because the resolution has already been adopted. Therefore, Mr. Goodman made a motion to reconsider the resolution adopted a month ago. Mr. Jackson seconded the motion for discussion. The motion was opposed with a vote of 6 to 2. Mrs. Noble was not present for voting.

Final Review of Revisions of Industry, Professional, or Trade Association Certification Examinations to Meet the Requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit

Mr. Robert Almond, director of Career and Technical Education Services, presented this item. In October 2000 the board approved the initial list of industry, professional, and trade association certifications to meet the requirements for the Board's Career and Technical Education Seal and the Board's Seal of Advanced Mathematics and Technology. In April 2001 the Board approved the initial list of industry, professional, and trade association certifications to meet the requirements for the student-selected test for verified credit. In April 2002 the Board approved 29 additions to the initial list.

Mrs. Rogers made a motion to approve the revised list of certification examinations to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the student-selected verified credit.

Final Review of a Recommendation to Continue Approval of Teacher Preparation Programs at Hampton University and Norfolk State University

Dr. Elliott presented the item. In 2001-2002, a joint state and National Council for the Accreditation of Teacher Education (NCATE) reviewed two Virginia institutions for continuing accreditation of their teacher preparation programs. Since 1993, Virginia has participated in a partnership agreement with NCATE. This agreement establishes a joint review process whereby a visiting team composed of NCATE examiners and Virginia representatives conduct an on-site review every five years for Virginia institutions seeking to obtain or continue NCATE accreditation and state program approval.

A joint state and NCATE team reviewed the teacher education unit and teaching endorsement programs at Hampton University on November 3-7, 2001, and Norfolk State University on April 13-17, 2002. There are six NCATE standards, divided into two sections that guided the review of the institution's unit. The six NCATE standards included the following areas.

Section One: Candidate Performance

- Standard 1. Candidate Knowledge, Skills, and Dispositions
- Standard 2. Assessment System and Unit Evaluation

Section Two: Unit Capacity

- Standard 3. Field Experiences and Clinical Practice
- Standard 4. Diversity
- Standard 5. Faculty Qualifications, Performance, and Development
- Standard 6. Unit Governance and Resources

In addition, each institution's teaching areas for licensure endorsements were evaluated to ensure compliance with the following Virginia requirements:

- Arts and sciences degree required for all endorsement programs, except health and physical education and career and technical education;
- Professional teachers' assessment requirements (Praxis I and II);
- Eighteen-hour cap on professional studies for all programs except elementary and special education for which the cap is 24 semester hours, excluding pre-clinical and post-field experiences; and
- Teaching area alignment with the Standards of Learning and licensure regulations.

Hampton University was initially accredited by NCATE in 1988. Board of Education state program approval was authorized several years prior to the NCATE accreditation. The review that was conducted in November 2001 was for the purpose of maintaining the status of continuing accreditation. However, at the March 2002 meeting of the NCATE Unit Accreditation Board, the decision was made to continue, with probation, the accreditation of Hampton University. This decision was made primarily because the NCATE Board decided that Standard 1 (Candidate Knowledge, Skills, and Dispositions) was not met.

Standard 1 states the following: *Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn.* Assessments show that candidates meet professional, state, and institutional standards. During the period for appeals, Hampton University provided additional documentation and clarification to NCATE relative to Standard 1, which lead to a favorable decision.

Dr. Ward made a motion to approve the recommendation to continue program approval of the teacher preparation programs at Hampton University and Norfolk State University. The motion was seconded by Mrs. Genovese and carried unanimously.

Final Review of Appointments to the Advisory Board on Teacher Education and Licensure (ABTEL), July 1, 2003 to June 30, 2006

Dr. Elliott also presented this item. The Advisory Board on Teacher Education and Licensure, a 19-member board, advises the Board of Education and submits recommendations on policies applicable to the qualifications, examination, licensure, and regulation of school personnel including revocation, suspension, denial, cancellation, reinstatement, and renewal of licenses, fees for processing applications, standards for the approval of preparation programs, reciprocal approval of preparation programs, and other related matters as the Board of Education may request or the Advisory Board may deem necessary.

Mrs. Noble made a motion to approve the recommendations of ABTEL for appointment of the following individuals to the Advisory Board on Teacher Education and Licensure for the term of July 1, 2003 to June 30, 2006. The motion was seconded by Mrs. Genovese and carried unanimously.

- | | |
|--------------------------------------|------------------------|
| ✓ Business Community Representative: | Rene Ashjian |
| ✓ Classroom Teacher (Elementary): | Sharon Condrey |
| ✓ Classroom Teacher (Middle School): | Aimee Holleb |
| ✓ Classroom Teacher (Middle School): | Rebecca A. Hill |
| ✓ Classroom Teacher (Secondary): | Cynthia D. Baird |
| ✓ Division Superintendent: | James B. Scott |
| ✓ Higher Education (Independent): | Ronald Diss |
| ✓ Higher Education (Public): | William H. Graves, III |

First Review of a Proposal to Discontinue the Current Teacher Preparation Program and Establish a New Teacher Preparation Program at Christopher Newport University

Dr. Elliott also presented this item. Christopher Newport University (CNU) has been approved by the Board of Education to offer programs for the preparation of school personnel since 1980. During the 2002-2003 academic year, the CNU Board of Visitors voted to discontinue certain professional preparation programs, including undergraduate teacher preparation.

In April of 2003, the Department of Education received a proposal from CNU to establish a new five-year teacher preparation program. The proposed program will allow students to graduate with a bachelor's degree in the liberal arts and a master's degree in teaching. The new proposed program also will provide options for a stand-alone master's degree program; a program for students who do not attend CNU for their bachelor's degree; and a program for students with a bachelor's degree seeking only licensure to teach.

The proposed program, developed in partnership with the Newport News public schools, does not reinstate the education department. Rather, teachers and administrators from Newport News and CNU faculty in the Department of Liberal Arts will administer the program. At the May 21, 2003, meeting of the Newport News school board, a partnership agreement between CNU and the Newport News public schools was adopted.

The new proposed program will offer endorsements in the following 13 areas: Elementary PreK-6, Art PreK-12, Biology, Computer Science, English, French PreK-12, History and Social Science, Mathematics, Music– Instrumental, Music - Vocal/Choral, Physics, Spanish PreK-12; and Arts PreK-12. All endorsements will be available at the three levels described in the proposal as follows:

1. Five-year Master of Arts in Teaching

This program will be the primary CNU teacher preparation program. Students will complete four years of study in the liberal arts, culminating in a bachelor's degree, and a fifth year of professional preparation that includes student teaching jointly administered by the liberal arts faculty and school officials in the Newport News Public Schools. At the successful conclusion of the fifth year, students will receive the MAT degree and be eligible for licensure.

2. Two-year Master's Degree

Students who hold a bachelor's degree have the option of a two-year graduate program that culminates in the master's degree and full licensure eligibility. This option will be open to all students with an undergraduate degree. The PreK-6 program may require additional semester hours depending upon courses completed in the undergraduate degree. The secondary and preK-12 programs require a degree or the equivalent in the teaching area. These programs require approximately 36 graduate hours and may require additional undergraduate hours.

3. Post-baccalaureate Licensure Option

Students who have a bachelor's degree may also complete requirements for licensure in any of the 13 specific endorsement areas. This program consists of approximately 30 hours of combined graduate and undergraduate courses. Students in the program will work as teaching assistants and school-based substitute teachers in the Newport News Public Schools and will be candidates for employment as teachers in Newport News upon completion.

The Board accepted for first review a recommendation to discontinue the current teacher preparation program at CNU and approve a new two-year pilot program with an on-site review to be conducted prior to the end of the two-year period.

Final Review of the Proposed Criteria for the Board of Education Diploma Seal for Excellence in Civics Education (HB 1503)

Mrs. Maureen Hjar, director of secondary instruction, presented this item. During the 2003 session, the General Assembly approved House Bill 1503 that directs the Board of Education, by July 1, 2003, to establish criteria for awarding a diploma seal for excellence in Civics Education and understanding of the state and federal constitutions and the democratic model of government for the standard and advanced studies diplomas. The Board must consider criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities; and (iii) related requirements as it deems appropriate.

Dr. Ward made a motion to accept for final review and adopt the proposed criteria for the Board of Education Diploma Seal for Excellence in Civics Education (HB 1503). The motion was seconded by Mrs. Genovese and carried unanimously.

First Review of Consolidated State Application Submission Due September 1, 2003, Under the No Child Left Behind Act of 2001

Dr. Patricia Wright, assistant superintendent for instruction, presented this item. In May 2002 the Board of Education approved Virginia's Consolidated State Application under the *No Child Left Behind Act of 2001* (NCLB), Public Law 107-110, for submission to the U.S. Department of Education (USED). The consolidated application process requires multiple submissions and responses to information requests. Since the initial May 2002 submission of the state's consolidated application, which was subsequently approved by the USED, Virginia has submitted a Consolidated State Application Accountability Workbook and baseline data and state performance targets for Adequate Yearly Progress (AYP) indicators.

In January 2003 the Board of Education approved the Consolidated State Application Accountability Workbook, which outlines how Virginia is meeting or plans to meet the NCLB accountability requirements. Federal guidance at the time indicated that final state policies must be submitted to the U.S. Department of Education by May 1,

2003. At its April 2003 meeting, the Board of Education approved revisions to the Consolidated State Application Accountability Workbook and approved the May 1, 2003, submission of AYP-related baseline data and state performance targets.

The U.S. Department of Education has approved Virginia's Consolidated State Application Accountability Workbook, as amended on June 9, 2003. The NCLB accountability plan that Virginia had proposed for 2003-2004 and beyond was approved with minor changes and clarifications. The June 9 amendments relate to testing policies in effect for 2002-2003 and the formula for determining adequate yearly progress (AYP) in 2002-2003 for certain students with limited English proficiency and students with disabilities. Virginia agreed to these amendments under protest and only because USED mandated them. A summary of the amended language is attached.

Preliminary guidance from the U.S. Department of Education indicates that state policies regarding certain non-AYP related performance goals and targets must be submitted to USED by September 1, 2003. These state performance targets are related to English language proficiency for limited English proficient (LEP) students, highly qualified teachers and paraprofessionals, persistently dangerous schools, and graduation rate. The information in the attached document reflects the preliminary guidance received from USED in April 2003. The draft state performance targets relate to the following goals that all states had to adopt in their May 2002 Consolidated State Application.

Performance Goal 2:

All limited English proficient (LEP) students will become proficient in English and reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3:

By 2005-2006, all students will be taught by highly qualified teachers.

Performance Goal 4:

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5:

All students will graduate from high school.

The Board accepted for first review the draft state performance targets for the Consolidated State Application submission due September 1, 2003, under the *No Child Left Behind Act of 2001*.

First Review of Nominations for Appointment to the Virginia Advisory Committee for the Education of the Gifted for the September 1, 2003 to June 30, 2006 Term

Dr. Barbara McGonagill, specialist, Governor's Schools and Gifted Education, presented this item. The Virginia Advisory Committee for the Education of the Gifted

was established by the Board of Education in 1982 to provide the board and the Superintendent of Public Instruction with recommendations regarding the educational needs of gifted students in kindergarten through grade 12.

The advisory committee typically meets four times each year at a variety of sites throughout the commonwealth. The committee is composed of 24 members who serve rotating three-year terms. Members include parents; board-level designees from professional organizations for the gifted, counselors, superintendents, and teachers; persons from business and industry; a director and an alumna/us of a Governor's School; administrators and teachers of the gifted from school divisions; representatives from higher education; and three at-large members.

The committee selects issues to study for the two-year term of the chairperson. These issues are examined by subcommittees through presentations by guest speakers, field study and site/program visitation, and through traditional research methods. The committee presents an annual report to the Board of Education that summarizes the findings and recommendations regarding the issues studied during that two-year term.

The Board accepted for first review the appointment of the following individuals to the Virginia Advisory Committee for the Education of the Gifted for the September 1, 2003, through June 30, 2006, term of service:

Representing	Nominee	Position
Gifted Education Coordinators	Ruth Grillo	TAG Specialist, Accomack County Public Schools
Institutions of Higher Education	Marjorie Hall-Haley	Associate Professor, Graduate Education, George Mason University
Local Advisory Committees	Elizabeth Mebane	N/A
Local Parent Associations	Lowell Frye	Professor, Rhetoric and Humanities, Hampden-Sydney College
Teachers of the Gifted	Patricia Lynch	Gifted Resource Teacher, Fredericksburg City Public Schools
Virginia Association of School Superintendents	Frank Morgan	Superintendent, Goochland County Public Schools
Virginia Education Association	Cris Chilton	Teacher, Henrico County Public Schools
Virginia Association of Elementary School Principals	Thomas Shortt	Executive Director, Virginia Association of Elementary Schools

First Review of Approval of Local School Division Remedial Plans

Dr. James Heywood, director of the Office of School Improvement, presented this item. As required by 8 VAC 20-630-20, school divisions are required to develop a remediation plan to strengthen and improve the academic achievement of eligible students. School divisions have submitted remedial plans to the department for approval by the Board of Education. Data regarding the summer program for 2002 will be submitted to the department by school divisions as required by the Code of Virginia in August 2003. The data could not be collected until after administration of the Standards of Learning assessments in the spring of 2003.

Dr. Heywood said department staff reviewed summer remedial plans from 132 school divisions and determined that all of the plans meet the requirements of 8 VAC 20-630. Following the 2004 Standards of Learning assessments, these divisions will report data to the department as specified in 8 VAC 20-630-50.

Mr. Goodman made a motion to waive first review and approve the remedial plans for the 132 school divisions. Mrs. Genovese seconded the motion and carried unanimously.

First Review of Report on Electronic Meetings Held by the Board of Education: 2002-03

Dr. Margaret Roberts, executive assistant to the Board of Education, presented this item. SB 1203 (Newman), adopted by the General Assembly in 2003, amends §13 of (Chapter 704, 1999 Acts of Assembly by Section one bill). The new provision requires that public bodies holding electronic meetings submit an annual report to the Freedom of Information Advisory Council and the Joint Commission on Technology and Science detailing their experience with any electronic meetings.

During the past 12 months, the Board of Education held three meetings in which members participated using electronic communications. The purpose and dates of the meetings are as follows:

1. Meeting of the Board of Education's No Child Left Behind Committee on December 4, 2002;
2. Board of Education regular monthly business meeting conducted on January 28, 2003; and
3. Special meeting of the Board of Education on May 12, 2003.

The Board received the report for first review. Following the review and final adoption by the Board of Education, the report will be transmitted to the Virginia Freedom of Information Advisory Council and the Joint Commission on Technology and Science as required by the legislation.

Final Review of the Proposed Behind-the-Wheel Driver Education Curriculum for Home-School Students

Mrs. Maureen Hjar presented this item. § 22.1-205 of the Code of Virginia establishes the Board of Education's authority for driver education programs. As required by §22.1-205 of the Code of Virginia, the Virginia Board of Education has established a standardized program of driver education for public, private, and commercial schools.

The Curriculum and Administrative Guide for Driver Education in Virginia approved in 2001 prescribes the content and administrative requirements of a state-approved driver education program. To assist teachers in providing a standardized program of study, the Department of Education has developed driver education scope and sequence modules that meet the objectives of the *Driver Education Standards of Learning*.

Course content, minimum requirements, and administrative guidelines for classroom driver education are in Modules 1-10 and laboratory training (driving and observing and, if utilized, simulation and multi-car-range instruction) is described in Module 11, "Behind-the-wheel and In-car Observation." The content in Module 11 applies Module 1-10 concepts in simulated and/or actual in-car driving experiences. Module 11 is the basis of the behind-the-wheel training used in public schools.

Mrs. Rogers made a motion to accept for final review and adopt the use of Module II, "Behind-the-Wheel and In-car Observation" from the Department of Education's driver education scope and sequence document for the behind-the-wheel driver education curriculum for home-school students. The motion was seconded and carried unanimously.

Report on the Governor's Teacher Quality Enhancement Grant

Mr. Richard Layman, director of teacher quality enhancement, presented this item. On September 25, 2002, the Governor of Virginia was notified by the United States Department of Education that Virginia had received a Teacher Quality Enhancement Grant. This competitive award provides funding for Virginia amounting to \$13.5 million over a three-year period to assist the state in addressing critical teacher quality initiatives. The Virginia Department of Education serves as the lead agency to accomplish the work of the grant with the partnering agencies, the Virginia Community College System and the State Council of Higher Education for Virginia (SCHEV). The goal of the Virginia Teacher Quality Enhancement Grant is to attract, develop, and retain skilled, talented, and diverse teachers who effectively advance the learning of all students. This goal will be accomplished through five objectives:

- Develop a comprehensive data collection system that can drive Virginia's teacher quality agenda;

- Redesign the state licensure system to ensure that all teachers possess the content, knowledge, and skills to advance the learning of all students;
- Enhance and improve teacher preparation programs;
- Ensure an adequate supply of highly qualified teachers in high-poverty urban and rural areas; and
- Reduce the attrition rate of new teachers.

Many of the initiatives associated with the five grant objectives overlap in terms of their scope and audience, therefore, the grant operational plan is organized around four major themes:

- ✓ A Comprehensive Data Collection System to Support Virginia's Teacher Quality Agenda;
- ✓ Enhanced Teacher Recruitment Initiatives;
- ✓ High-Quality Teacher Preparation Programs for All Teacher Candidates; and
- ✓ Expanded Development and Retention of High-Quality Teachers.

The Board received the progress report on the implementation of the Governor's Teacher Quality Enhancement Grant initiatives.

Report on Governor's Project Graduation Initiative

Dr. Pat Wright presented this item. On June 3, 2003, Governor Warner announced Project Graduation —a series of four pilot programs intended to help young people obtain the kind of remedial help that they need to succeed in achieving Virginia's Standards of Learning (SOL). Cooperating with the Governor and the Department of Education in implementing Project Graduation are Chesterfield County, Prince William County, York County, Arlington County, and the school divisions in Superintendent's Study Group Region VIII.

Beginning with the graduating class of 2004, students must pass, for the first time, Standards of Learning or other Board-approved tests to graduate from high school. In particular, students must pass the high school English/Reading and English/Writing SOL tests. To help school divisions identify promising practices for helping students meet these verified credit requirements, Project Graduation consists of four initiatives that will be piloted this summer and during the 2003-2004 academic year.

The initiatives include a regional summer academy in Region VIII; an online Standards of Learning tutorial program to begin in the fall of 2003; online distance learning courses to be offered this summer in English for standard and verified credit options; and a demonstration model that highlights a case manager approach as a best practice.

The Board received the report on the implementation of the Governor's Project Graduation Initiative.

PUBLIC COMMENT

The following person spoke during public comment:

Jean Bankos

DISCUSSION OF CURRENT ISSUES

Dr. Thomas Shortt presented a Resolution of Appreciation to Mr. Christie from the Virginia Association of Elementary School Principals.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Christie adjourned the meeting at 12:30 p.m.

President

Secretary